Curriculum Development

Committee Subgroup

Focus Area G: Education & Training

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June 2003

What is a Bioterrorism Emergency Preparedness Curriculum?

- **Organized framework of competency-based training programs**
  - developed for specific multi-disciplinary agencies and organizations
  - to prepare for bioterrorism events and other health-related emergencies

Definition of Competency

- **A competency is a complex combination of knowledge, skills and abilities demonstrated by organization members that are critical to the effective and efficient function of the organization.**

  (Nelson, Essien, Latoff, & Weisner, 1997)

Why competency based?

- **Employ nationally recognized models**
- **Establish standards within disciplines**
- **Qualify training programs**
- **Establish behavioral objectives**
- **Establish criteria for evaluation**

Mission of Curriculum Development Subgroup

- **Fortify the public health infrastructure relative to bioterrorism and emergency preparedness**
  - **Develop, deliver, and coordinate training**
  - **Target public health professionals, infectious disease specialists, emergency personnel, and other healthcare providers.**
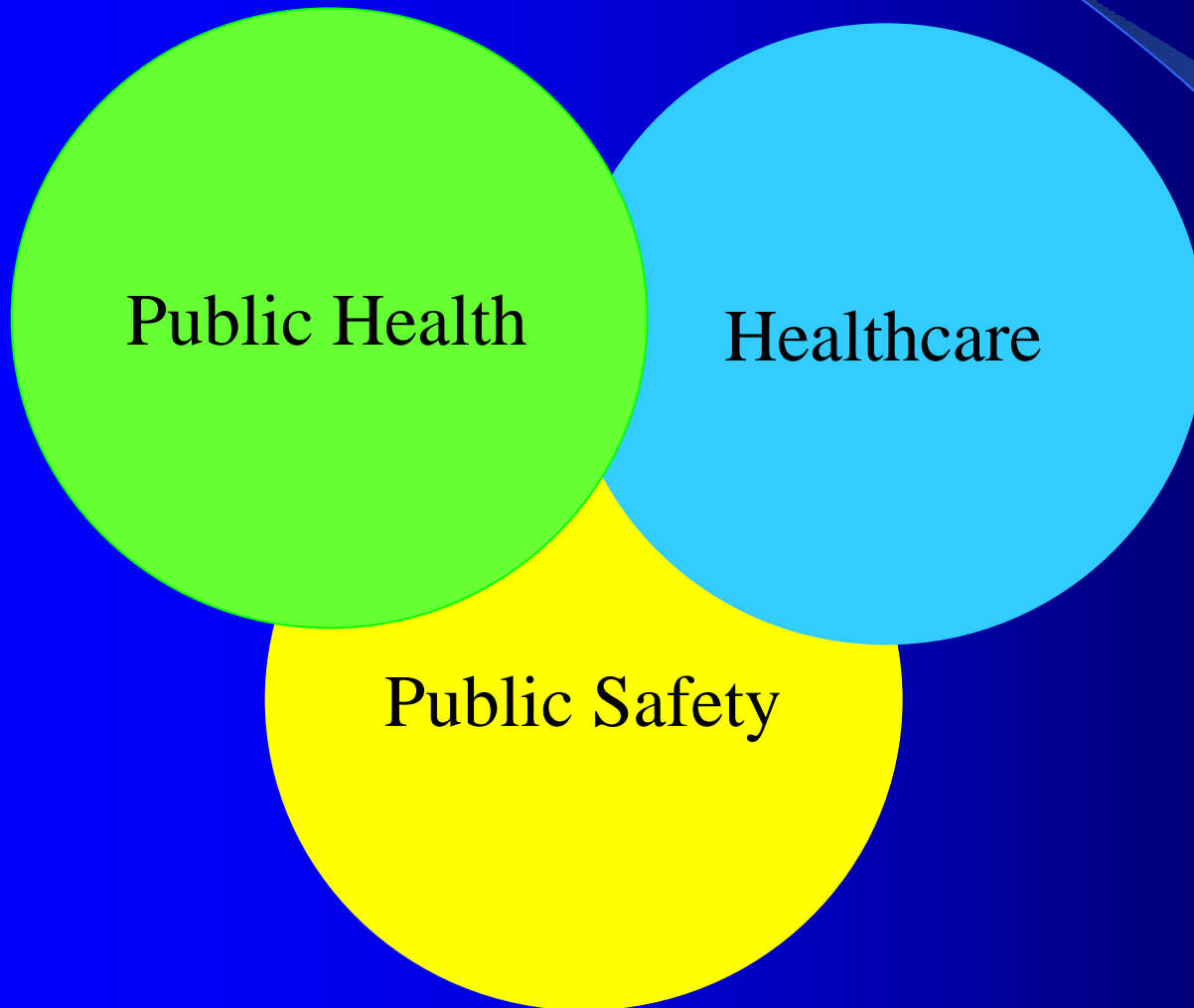
Goals of Curriculum Development Subgroup

- **Identify specific target audience(s)**
- **Identify competency models for target audience(s)**
- **Identify existing training**
- **Identify resources to deliver existing training**
- **Link competency models to existing training**
- **Identify gaps in existing training programs**
- **Identify resources to develop new training to address gaps**

Who is the target audience?

- **Public health professionals**
- **Infectious disease specialists**
- **Emergency personnel**
- **Other healthcare providers**

Target Audience Functional Areas

Public Health

Healthcare

Public Safety

Functional Areas and Competency Models

Public Health	Healthcare	Public Safety
Bioterrorism and Emergency Readiness Competencies	NBC Task Force Final Report, 4/23/01	ODP Emergency Responder Guidelines NFPA Standards 472 and 473

Key Links between competencies and training

❖ **Functional Groups (19)**

❖ **Topics (28)**

● **Levels (4)**

  – **awareness**

  – **performance/operations**

  – **performance/technical**

  – **planning/management**

Functional Groups

Public Health	Healthcare	Public Safety
Clinical (non-hospital)*	Clinical (hospital)	Emergency Management
Communicable Disease	Clinical (non-hospital)*	Emergency Medical Services
Environmental Health	Laboratory*	Fire Service
Laboratory*	Leadership*	Hazardous Materials
Leadership*	Mental Health*	Law Enforcement
Medical Examiner	Pharmacy	Leadership*
Mental Health*	Public Information*	Public Information*
Public Information*	Technical & Support*	Public Works
Technical & Support*	Veterinary*	Technical & Support*
Veterinary*		

* Indicates group appears in more than one area

Emergency Preparedness Topics

Communication and Agency Interaction	Incident Command	Response Systems & Communication
Decontamination	Isolation & Containment	Risk Communication
Emergency Response Planning	Key Element of a WMD Response	Risk Management
Emergency Response Roles	Laboratory Diagnosis & Response	Surveillance
Epidemiological Investigation & Response	Personal Protection & Safety	Terrorism
Event Recognition	Psychological Effects	Transportation
Event Types/Agents	Public Health Role & Legal Authority	Treatment
Evidence Preservation	Recovery Operations	Triage
Exercise & Drill	Response Evaluation	
Fatality Management	Response Support	

What are the deliverables?

- **Committee reports - tools for curriculum committee to organize information**
- **Competency reports and guidelines - tools for course developers**
- **Training "catalogue" for target audience groups**
- **Data for the TRAIN system**

What are the challenges?

- **Deciding what data to collect**
- **Organizing data**
- **Creating a flexible, evolving structure**
- **Establishing common terminology**
- **Meeting needs of a multi-disciplinary constituency**

What's ahead?

- **Mobilizing short term goals**
- **Maintaining long term goals**
- **Researching training inventory**
- **Developing training to fill "gaps"**
- **Collaborating with partners in education**
- **Responding to needs assessment**